

August 2016

Dear Parents/Guardians of Grade 6 students:

Welcome to the 2016- 2017 school year! We are thrilled and honored to have the opportunity to teach and work with your students. Please make sure that you and your student(s) read through the Grade 6 syllabi packet as each teacher has outlined his/her guidelines, grading policies, expectations, and course curriculum for the year.

We have an important and exciting year ahead of us in all classes. From building confidence in math skills, to exploring the mysteries of science, to learning Latin culture and vocabulary, to sharpening critical reading and writing skills, to learning the foundation of our country in the Constitution, to exploring the self through physical education and the arts, our students are in for a busy and engaging year!

The sixth grade is a crucial time to start encouraging self-reliance and responsibility in students while also providing them with the proper supports to be successful. As a team we have come up with a color-coded binder system to help students stay organized, we've discussed how much homework can be assigned in a night, and we've made a commitment to not overwhelm students with assignments, tests and quizzes. Please help your students rise to the challenges that we will set for them by checking that they do their homework nightly, that they utilize their planner to stay organized, and that their backpack has an organizational system that works. Together we can start to instill valuable skills that will last a lifetime.

To help you stay informed as a parent/guardian we have come up with three avenues of information – the wikispace, an e-newsletter, and access to PowerSchool - that we will put out there for your use; however, the best source is always asking your student about the day, assignments, and what is happening in class!

The wikispace (<http://wlpccsmiddleschool.wikispaces.com/>) has a page for each teacher to post homework, upcoming assessments, worksheet links when possible, enrichment work et cetera. The wikispace will be updated by 5pm with assignment snapshots of the coming week; however, it is not a replacement for a student's own planner and sense of responsibility with papers and assignments. It is a safety net and an informational page for parents/guardians.

PowerSchool (<https://latinpcs.powerschool.com/public/home.html>) is our online gradebook system that allows you to see your student's progress, missed assignments, and assessment results. Your login and password will be emailed to you by Mr. Ryan Benjamin.

To help parents/guardians stay better informed of upcoming field trips, projects, and simply the curriculum of their child's classes, the sixth grade team will be sending out an e-newsletters via a 6<sup>th</sup> grade email listserv about once a month.

We look forward to a wonderful year with your students. In order to get all timely information, please fill out, sign, and detach the contact information page and send it back with your student tomorrow so that we may know the best way to contact you and that you have received this packet.

We look forward to getting to know you over the school year!

Sincerely,

Your 6<sup>th</sup> grade teachers

## **A NOTE ON ROLLING BACKPACKS:**

**Due to safety concerns, organizational habits, and space, the 5<sup>th</sup> and 6<sup>th</sup> grade team kindly requests students not bring rolling backpacks to school.**

### **Safety:**

We have found in our time teaching that rolling backpacks often pose more safety concerns in the hallways, on the stairs, and in the classroom than traditional backpacks or tote bags. Some students treat them as toys or are unaware of what they are rolling over in moving from one class to another. Many students are incapable or unwilling to pick them up when moving up and down stairs; dragging them down a flight of stairs is both dangerous to others and destructive to the property.

### **Organizational Habits:**

The 5<sup>th</sup> and 6<sup>th</sup> grade teachers make a conscious effort to teach students how to organize their work and use their lockers so that a student does not have to haul all materials home every day. In addition, we are fortunate to be able to request that students leave textbooks at home because we have access to class sets in the room should a student need a book during the school day.

In our time teaching, we have found that students with rolling backpacks tend to make less conscious decisions about what they are hauling around, and as a result, the level of organization tends to be lower.

### **Space:**

While our classrooms and hallways are certainly bigger than they ever have been before, the space a rolling backpack takes up compared to a well-tended traditional backpack is still considerate. We prefer to use the space we have in rooms and hallways for learning, not storage.

### **Health:**

As a team, we certainly recognize the health concerns around the weight of a backpack and the lure of the rolling bag. By requesting students leave textbooks at home, teaching them how to use lockers, and conducting regular clean outs of bag and binders, we hope to minimize the weight on our students' backs.

***Should you feel strongly that your child should be allowed a rolling backpack for health reasons, please bring a doctor's note to Mrs. Pike, the 5/6 Grade Director.***

## 6<sup>th</sup> Grade Supply List 2016 - 2017

At this stage in their academic career, many students are still developing an organizational system. While we know that not all students will benefit from the same strategy, there are some tried and true methods that we prefer students adopt. In that vein, the sixth grade teachers continue with the color-coding of the fifth grade, while introducing and teaching students how to successfully use binders and notebooks for organization. Please do not deviate from the colors listed below, as these details will be important for organization and study skills!

### Civics

- (2) 5 subject red notebooks
- 1 – inch red binder
- 2 dividers

### English\*

- (2) 5 Subject Black Notebooks with plastic covers (1 for Reading and 1 for Writing)
- Black folder with pockets

### Math

- Purple Staples brand accel notebooks (or any 8.5" x 11" notebook that is purple - student will need 2 over course of year)
- Purple folder with prongs

### Science

- 5 subject blue notebook
- Blue pocket folder

### Latin

- Green folder with pockets
- 1- in green binder
- 2 dividers

### P.E./Health

- Yellow 2-subject notebook
- Yellow two-pocket folder

### Theater

- Orange two-pocket folder

### Required Multi-Class Supplies

- WLPCS homework planner (available from front office for \$5).
- Folder with two pockets or accordion file for homework
- Post-it notes
- Index cards - lined
- Mechanical pencils with a supply of lead OR pencils with handheld sharpener
- Highlighters
- Pens – blue, black and red
- Loose leaf paper (1 pack)
- Scotch tape - multi- pack
- Pack of glue sticks
- Small pair of scissors
- Colored pencils

### Optional Advisory Donations

- Dry erase markers (dozen)
- 2 boxes of Kleenex
- Disinfectant wipes
- Hand sanitizer

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*Should you feel strongly that your child should be allowed a rolling backpack for health reasons, please bring a doctor's note to Mrs. Pike, the 5/6 Grade Director.*

*\* requested supplies may change*



## **How does Theater help us to communicate the Human Experience?**

Sixth graders are ready to be challenged, uniquely curious, willing to communicate and stretch their wings and ready to take chances with new experiences.

Essential questions will be addressed and explored, such as; What is Theater? How is Theater created? Where did Theater come from? Why does an audience go to the theater? What do you want to feel at the theater? How do we gain a deeper appreciation of not only the world of Theater, but also its relationship to our contemporary world, our cultural influences, and ourselves?

Through cooperative efforts we will discover, create, analyze, and problem solve to complete common goals and create community. Selected sixth graders will perform in an evening showcase and in a master class assembly setting, as well.

### **Theater History**

The origin of Western Theater traditions is understood by the study of Greek Theater. Students will:

- ❖ build vocabulary,
- ❖ identify the six elements of Aristotle's Poetics,
- ❖ study Roman Theater, and compare it to Greek Theater
- ❖ study Commedia delle 'Arte
- ❖ study design and production in Theater today.

### **Acting Work**

This course will encourage students to observe the world around them.

- ❖ Imagination work and the study of character,
- ❖ Teamwork and story will be explored in improvisation,
- ❖ Team-building exercises and the tradition of storytelling.
- ❖ Tales from *The Arabian Nights* will be studied to understand how an actor develops character.
- ❖ Character & monologue work and scene work with class partners.
- ❖ In-class performance projects will help us to assess students' mastery of the Theater curriculum.

### **Scenic Design**

Sixth graders will be able to identify the main elements of scenic design and design a production of their own.

## **Theater 6<sup>th</sup> grade Syllabus**

### **Voice and Movement**

The Voice and the Body are two of the most important Actor's tools. A Public Speaking unit is a major part of the sixth grade curriculum.

### **Grading**

Homework	15%
Class work and projects	25%
Assessments	20%
Participation	40%

### **Late Homework – Daily Assignments and Long-Term Projects**

#### *Daily homework*

The point of daily homework is to advance a student's learning through independent practice and/or exploration. Homework and class work are often intertwined and homework provides the catalyst for a day's lesson. We will therefore not accept late homework for full credit; students who turn in completed homework on the day it is due (the degree of completion being the province of the teacher) will receive full credit; students who fail to turn in homework on the day it is due will receive only partial credit for that daily assignment. Individual teachers will grant exceptions to this policy for illness, significant family events, or anything else a teacher deems worthy of exception.

#### *Long-term projects*

The work for most projects in Theater will be done in class. However, we expect students to continue their efforts outside of this class time. Because we take seriously our responsibility to teach students how to manage their time and plan for a long-term project, we take a different approach with anything that requires more than one or two days to complete. Students who complete a long-term project on time are eligible to receive full credit; students who hand in a long-term project one day late can receive no better than a B, and students who turn in a long-term project two days late can receive no better than a C. At the end of the two-day period, teachers may decide to give students partial credit for the work they have done on a project or they may decide to give a student a failing grade. Individual teachers will determine any exceptions for illness, significant family events, etc.

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**WASHINGTON LATIN PUBLIC CHARTER SCHOOL**  
**PHYSICAL EDUCATION AND ATHLETICS**

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**Health and Physical Education**

The Washington Latin PCS Health and Physical Education program is designed to allow students to have a greater understanding of the needs of the body, foods the body needs, how the body and systems in the body works and to develop and strengthen the physical, social and emotional needs of children participating in athletic, fitness related, and recreational activities. This program will also show students the correlation between health and physical education and the importance of both for a healthy lifestyle. The program encourages students to participate in and enjoy a variety of activities.

It is the primary goal of the health/physical education program that each child enjoys every class and activity while participating in a socially comfortable atmosphere. During the health classes, students will be required to actively participate in each class. During physical activities, competition and winning and losing have little emphasis within the parameters of the physical education curriculum. Fair play and good sportsmanship are encouraged and expected in all activities.

Goals of the Washington Latin PCS Physical Education program:

- To develop a greater understanding of what the body requires
- To develop a greater understanding of how the body and systems in the body works
- To determine the correlation between health and physical education
- To develop fundamental and age-appropriate skills.
- To develop physical, social and emotional growth.
- To develop compassion and good sportsmanship.
- To promote responsibility.
- To develop a feeling of enjoyment and self-accomplishment.
- To develop an understanding that winning and losing are not the ultimate end in athletic participation.

**5<sup>th</sup> /6<sup>th</sup> Grade Health and Physical Education**

These courses are designed to give students the opportunity to learn through a comprehensive sequentially planned Health and Physical Education program in accordance with the National Standards for Health and Physical Education. For the Physical Education aspect, the emphasis is on the development of the student's physical fitness and needs by manipulating a variety of activities to achieve that goal. Students will learn the correct techniques for using throwing, catching, striking, kicking, trapping, and dribbling. Students will learn to analyze their performances in order to learn or improve a movement skill. Students will learn fitness concepts, participate in a variety of fitness development exercises, assess their personal fitness, and set goals for

improvement or maintenance. For the health aspect, students will be exposed to a series of lectures that will allow them to have a greater understanding of needs of the body, foods the body needs, how the body and systems in the body works.

Working in small groups, students will learn both exchange information and to accept personal differences (maturity levels, physical differences, physical abilities, cultures, and gender differences). Units of instruction include playground rules and games; jump rope; throwing and catching; striking with hands; striking with implements; striking with feet; new games. Health classes will prepare students to live healthier lifestyles and encourage them to seek out appropriate activities that the body needs to grow and maintain good physical health. Daily classes in physical education will contain a portion of the class devoted to a focus on fitness and a focus on skills. Students also participate in a year-long fitness event for cardiovascular/aerobic fitness.

#### **PE/Health Assignments/Journal:**

Each student will be **required** to keep a health journal. The first five minutes of class will be dedicated to entering information into the journal. In addition to the journal various assignments will be given each class. This journal can be a two (2)-subject notebook that will be distinguished between PE and Health.

#### **Quizzes:**

Students will be quizzed on vocabulary and topics covered during class. It is **imperative** that each student keeps notes during class.

#### **Physical Education Uniforms**

Each student in 5<sup>th</sup>/6<sup>th</sup> Grade is required to purchase a P.E. uniform at the beginning of the school year. The uniform consists of the following: **GREY LATIN T-SHIRT**, a pair of cardinal Latin mesh shorts, a grey Latin sweatshirt, and a pair of grey Latin sweatpants, plus a P.E. bag. The P.E. uniform will be required during all classes in order to participate. If a uniform is lost, then a new one will need to be purchased.

Each student must also have a small bag to put their clothes in during class. These bags will be locked up during class. Backpacks are too large for storage. Latin PE bags are available for purchase. You may bring your own small bag.

Families qualifying for Free & Reduced Meals (FARMS) will be given ONE(1) complete set of PE clothing. Please indicate this below. I will check our list at school to confirm qualification. Your name must be on the list to receive this benefit. Replacement items will be charged at the normal costs.

The students are asked to bring a pair of lace-up sneakers that can be kept in their locker for use in class.

The majority of the Washington Latin Physical Education classes take place outside throughout the school year. Students will be able to wear their jackets, along with a knit



winter cap and gloves, or mittens on days that warrant use. Baseball caps are not permitted.

**GYM** - With the addition of the GYM, our curriculum will be enhanced.

### **PE Grading:**

Physical Education grades are assessed at the end of each class and will accumulate at the end of each quarter. Grades are determined by assessing each student as an *individual*, and not how they compare to their peers. The following is a breakdown of the categories used to determine Physical Education grades/class:

- |   |          |
|---|----------|
| 1. <b>Application of Instruction</b>  | 5 Points |
| Applies instructional concepts and strategies in intramural play.                             |          |
| 2. <b>Attentiveness in/during class instruction</b>   | 5 Points |
| Remaining attentive for the duration of class.  |          |
| 3. <b>Participation</b>   | 5 Points |
| Sustains participation throughout classroom and physical activity.                            |          |
| 4. <b>Physical Potential</b> - the effort grade!  | 5 Points |
| Works up to their own physical potential.   |          |
| 5. <b>Respect</b>   | 5 Points |
| Displays good sportsmanship, respect for the teacher, other students and a positive attitude. |          |

\*Students will receive a zero (0) for the class if not dressed properly.

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25 pts/class

### **Health Grading:**

Each Health class, students will earn 10pts – 5pts for having their journal and taking notes - 5pts for active class participation.

### **PE Class Schedule**

The class schedule/rotation is posted at [www.LatinAthletics.org](http://www.LatinAthletics.org)

## Sixth Grade English

*"It was books that taught me that the things that tormented me most were the very things that connected me with all the people who were alive, or who had ever been alive." — James Baldwin*

*"That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong."  
—F. Scott Fitzgerald*

In the quote above, James Baldwin and F. Scott Fitzgerald beautifully summarize one of the most exciting and amazing parts about reading—the ability to learn from and connect with people from all over the world, from many different time periods, and from an exceptional number of backgrounds. Over the course of the year, we will embark on an exciting pathway that will allow us to begin uncovering the meaning behind these quotes and their messages about the importance of literature. This class is about making connections between all parts of a story, poem, song, or article—from the strength of an individual word on a page to the greater theme or central idea of a complete piece of writing—to our own lives and our own loyalties.

In 6<sup>th</sup> grade English, students will continue to sharpen, deepen, and strengthen their abilities to read, interpret, analyze, and critique increasingly complex short stories, poems, novels, and literary nonfiction. In addition, students will further develop their abilities to craft narrative, argumentative, and expository texts while continuing to work towards mastering grammar and the conventions of the English language. Finally, sixth graders will also practice public speaking and active listening skills regularly.

### **Daily Supplies**

Students are required to arrive to class with the following every day:

- 2 5-subject, black, spiral bound notebooks (One for reading and one for writing)
- Black Folder
- Pen/Pencil, Colored Pencils, Tape, Scissors
- Their homework planner/agenda
- The required class readings
- An independent reading book

### **Unit Breakdown and Anchor Texts**

- I. Listening to the Author (Anchor Text: *Tuck Everlasting* and select Short Stories)
- II. Authors' Tools (Anchor Text: *The Outsiders*)
- III. Questioning the Author (Anchor Text: *Monster*)
- IV. Comparing the Author (Anchor Text: *The Giver*)
- V. Preparing for 7<sup>th</sup> Grade (Anchor Texts: *The Pearl* and *Ender's Game*)

### **Grade Breakdown:**

- *Classwork & Homework (30%)*  
Select classwork and homework assignments will be collected for a grade. This section of the grade will also include Interactive Notebook checks.
- *Tests & Quizzes (25%)*  
This category includes reading quizzes, grammar assessments, and traditional multiple choice and short answer quizzes on class and subject material. Students will be given advanced notice before every closed book test or quiz. There will be “pop” open-notes and annotation quizzes.
- *Projects & Papers (25%)*  
This category can also be termed “summative” or “long term” assessments and it is made up of long term, multi-draft writing assignments; formal speeches; and formal, lengthy group projects that are normally completed at the end of a unit.
- *Participation & Preparation (20%)*  
In keeping with the mission of WLPCS, all students are expected to participate daily in class. Participation, dialogue, and actively engaging with class material are all critical to learning. Preparation includes coming to class with all required supplies and with the mindset to engage fully in the activities for the day. Students will be graded weekly on their participation.

### **Interactive Notebooks**

Over the course of the year, students will build and compile two Interactive Notebooks (IN)—one for reading classes and one for writing classes. These notebooks will house important readings, notes, practice, writing project information, and study materials for students. Not only will students be learning the skills and content associated with the core curriculum of this class, but they will also be guided through lessons on organization and study habits. When students are absent, it is important they attend tutorial in order to update their INs in order to have all notes and materials necessary to successfully understanding class material. More information on INs will be taught and distributed over the course of the first two weeks in class.

### **Homework Policy**

- **Daily Homework:** Late homework will **not** be accepted except in the case of illness, an excused appointment, or significant family events. Failure to submit homework results in “0” points for that homework assignment.
- **Long-Term HW:** For every day that a long term paper, project, or assignment is late, the letter grade will be lowered by **one** full letter grade.

Please know that assigned homework is both important and not only required for student growth and learning, but also is many times necessary for success in the next day's class. If a student gets "stuck" on an assignment or if there is a problem with the daily assignment, please do not hesitate to email me and we will work through the individual situation together to find a solution.

### **Class Expectations**

The following four expectations will be held consistently throughout the year:

- Respect for **Self**
- Respect for **Others**
- Respect for the **Right to Learn**
- Respect for **Property**

I expect a lot from English 6 students because I know they can give a lot. Officially in the middle school environment and role models for a younger class, 6<sup>th</sup> graders will be held to all behavior guidelines explained in the Code of Conduct in the Washington Latin Family Handbook. Disruptive behavior will not be tolerated in English 6 as it interrupts the learning of the whole class.

I do realize, though, that some days are better than others and a Monday morning in the middle of February may not feel the same as the first Monday of the school year. If a student realizes her or she needs to take a reset/quick break, he or she can let me know and that effort and self-awareness will be applauded and honored and not condemned while we work *together* to make class a success that day. Open communication and self-awareness are critical to the functioning of the class and also to continued personal development in middle school.

Finally, I expect English 6 students to take risks. Raise your hand and think through your ideas, even if they are not right on track. That is the point of school!

### **Contacting Me/Questions**

Thank you for taking the time to read this syllabus! If you have any questions, concerns, comments, or just want to talk further about the class, please do not hesitate to contact me. I am readily available by email and am eager to connect and talk about how to make this a successful year for all English 6 students!

Best,  
Jos Bloomfield  
jbloomfield@latinpcs.org  
<http://wlpcsmiddleschool.wikispaces.com/Bloomfield>

## **6<sup>th</sup> Grade Science: Question, Explore, Observe, Discover**

Welcome to 6<sup>th</sup> Grade Science! This class is one of discovery and inquiry. We will use frequent discussions and hands on activities to become better observers of the world around us. We will explore a variety of topics through structured labs, active explorations, and critical research.

### **Objectives**

In this class, you will learn to think and act like Scientists. This class is not about memorizing facts. It is about “doing Science”. We will ask questions and work together to investigate the answers. We will design experiments to discover how the world around us functions. We will also analyze the tough, controversial issues in Science in order to be able to make informed decisions. These skills of questioning and critically thinking are not only useful in the realm of science, but in all aspects of being a knowledgeable and curious adult.

### **Essential Questions**

Throughout the year, we will be working to answer two essential questions. We will begin discussing these questions in August and will return to them frequently.

1. How do you conduct scientific inquiry?
2. How are scientific processes related?

### **Units**

In 6<sup>th</sup> grade, Science is a survey class, meaning we will explore many different topics within the scientific disciplines. Here are some of the unit questions we will be asking throughout the course:

- How is an ecosystem interdependent?
- What can we do to improve our local ecosystem?
- How can we differentiate between a physical and a chemical change?
- How do physical and chemical properties and changes impact our daily lives?
- Why do I look and act as I do?
- What can happen when DNA is changed?
- How can we use electricity and magnetism?
- How do we perceive our world?
- How are the behaviors of light and sound similar/different?
- What factors have worked to shape the face of the Earth?
- How has the Earth changed over time?

## **Coursework**

**Missions:** We will be working within a unit-based mastery learning framework for coursework. Students will have a choice in some assignments to complete or specific topics to explore. They also have the option to rework assignments to demonstrate further learning. Each unit is broken into several missions. Students will receive a tracking sheet for the mission, which outlines the goals and task options. Tasks include a mix of individual, partner, and team work. Each mission will last 1-2 weeks. After the end date, students are no longer able to earn credit on this work.

**XP:** Each mission task will be worth a determined number of points. The total number of points students earn will determine their coursework grade for the mission. Students and parents can view current XP for a mission in the Schoology gradebook. At the end of each mission, the total XP earned will be entered into Powerschool.

**Team Challenges:** In each unit, students will work on in-class collaborative assignments. These assignments will often span multiple days in class and will have a set due date, announced in class and posted on the wikispace in advance.

## **Assessment**

Assessment will include both written tests/quizzes and projects that will span multiple days. Assessment dates will be clearly noted and communicated through the wikispace and in class. Late projects will lose 10 percent per day. After five days, late projects are no longer accepted. Assessments are graded on a percentage scale. There are no corrections on assessments.

## **Grading Policy**

Unit Assessments	25%	(One per unit, approximately two per quarter)
Smaller Assessments	25%	(Quizzes, mini-projects)
Coursework-Missions	20%	(Homework and Classwork)
Coursework-Challenges	15%	(In Class Team Assignments)
Participation	15%	

## **Participation**

Participation is a HUGE part of science class. In order to truly learn, you will need to participate in discussions and explorations. This is why participation is graded. I will be tracking your participation and you will get the opportunity to rate your own participation. Participation includes being prepared for class and actively engaging in discussions, investigations, and other activities.

Each day you can earn up to 10 participation points:

1: On Time	1: Do Now
1: In Uniform	1: Exit Ticket
1: Enter Quickly & Quietly	0-4: Daily Participation in Classroom Activities
1: Have All Supplies	

## Mission Work

A guide to supporting your child in 6th grade Science

### Why Missions?

- Students can work at their own pace
- Students have access to immediate feedback on many assignments
- Students receive work at their own ability level
- Student can use feedback to improve their work, turning it back in for more credit
- The mission format allows teachers to work one-one or in small groups with students for both remediation and enrichment

### Mission Basics

- Each mission lasts about 1.5 - 2 weeks.
- Students are informed of the due date of the mission and the total number of points they will earn in the mission the day it is assigned.
- Students can work on mission assignments individually or in small groups.
- Students spend approximately half of their time in class working on their missions.
- All homework, with the exception of projects and studying, is mission work. Students should expect to spend an average of 60 minutes each week working on missions outside of class time. Students are encouraged to either work for 10-15 minutes each school day or to work for 20-30 minutes a few times a week.

### What it looks like on the Wikispace

**Introduction Mission:** Due Wednesday, 8/31 at 11:59 PM. Goal 50 XP  
[Daily Slides for Introduction Mission](#)

Date	In Class	Homework (XP Goal)
Wednesday 8/24	Welcome to Science -Procedures -Small Group - Mystery Tube Activity	Read and sign <a href="#">Syllabus</a> Bring back signed <a href="#">Lab Safety</a> and <a href="#">Donors Choose</a> Forms
Thursday 8/25	-Observation vs Opinion -What makes an observation great?	Read and sign <a href="#">Syllabus</a> Bring back signed <a href="#">Lab Safety</a> and <a href="#">Donors Choose</a> Forms
Friday 8/26	-Introduction to Schoology -Mission Time - Observations & Netiquette	20 XP in Schoology Make sure you have your BLUE NOTEBOOK in class on Monday
Monday 8/29	-Notebook Setup -Blog: What is Science? How do we "do" Science? -Mission Time	40 XP in Schoology (This means 20 additional points, plus the 20 points you already earned.)
Tuesday 8/30	-Observation vs Inference -Comment on peer blog posts	50 XP in Schoology
Wednesday 8/31	Ecosystem Stations - Observation and Inferences about the conditions of our ecosystem	50 XP due TONIGHT at 11:59 PM (if you aren't done yet!)

The current mission is always posted on the wikispace. A table is included to help students check that they are on track with their point goal each day. The "XP Goal" number for each date is the total, cumulative, number of points the student should have in the mission before the end of that night. For example, by the end of Monday, 8/29, all students should aim to have at least 40 points. This number is also what the students copy down for homework each day in class. This helps them to stay on track for the overall goal. Since the missions are cumulative and self-paced, students can work ahead if they have free time early in a mission, or can complete extra work to catch up if they fall behind the point goals.

Latin is a language of fewer words but many endings—endings that essentially tell us what each word means and how it functions in a sentence grammatically. There are many rules in Latin but only one way to learn Latin—memorization! For those who have not studied a language, it can be quite challenging, but daily practice and tremendous effort will prove to be most beneficial for those who are serious about learning a new language. In this course, special emphasis will be placed on Roman culture and influence, derivatives and etymology, Greek and Roman mythology, Latin grammar, parts of speech, and sentence structure. We will learn to conjugate verbs, to decline nouns, and to translate passages of Latin.

### Texts

*Oxford Latin Course Part I*

### Supplies

Blue/black ink pen or pencil

Folder for handouts

Index cards for vocabulary

Binder with two dividers    <sup>1</sup>Notes    <sup>2</sup>Graded Papers

### Essential Questions

How does the study of Latin help us understand our own language?

How does the study of the Romans help us understand our own culture?

What lasting effects from the Romans do we see in our present-day society?

### Grading Policies

Your grade will be determined in the following way:

30% - Tests

25% - Quizzes

15% - Class Participation

15% - Class work

15% - Homework

*The above rubric is an estimation of how your grade will be determined. The instructor reserves the right to take into account other factors such as improvement, effort, and other intangible factors when determining your course grade.*

### Quizzes

Since vocabulary is an integral part of Latin, students will be required to master a number of words. Thus, there will be frequent vocabulary quizzes. These quizzes will consist of definitions as well as parts of speech. Students should be familiar with using flashcards to review their vocabulary words. The English should be on one side, and the Latin should appear on the other side. Daily review is a must. General quizzes will focus on translations, grammar, history, culture, etc.



## Tests

Tests will be administered after each unit, which will be approximately every six to eight weeks. Students will be expected to know the appropriate vocabulary and grammar, to parse word forms, to decline nouns, to conjugate verbs, and to recall important historical and cultural events. Tests will be announced in advance. Self-generated study guides will increase your chances for success.

## Class Participation

Participation is a collective term that encompasses attendance, preparedness, volunteering in class, and asking questions. All of these things together are an indicator of your commitment to and effort in the course. Students will begin with 100 participation points, but these points will be subsequently reduced due to inactivity in class, inattentiveness, and disruptive behavior.

## Homework

Homework is generally used to assess the students' ability and understanding of Latin. Homework will be given daily but may not always be written work. When there is written work, it will be collected and graded. Late homework will not be accepted without proper documentation. Homework should be neatly written in blue or black ink or pencil. Parents may provide some help with homework, but never should they do the work of the student. Students will keep completed, checked, and corrected homework to assist with studying.

## Project

Every student will be assigned a project called The Latin Scrapbook. Students will be required to compile a scrapbook of fifty (50) Latin words, phrases, or derivatives used in the English language today. Examples of phrases and pure Latin words include *carpe diem*, *conductor*, *ego*, *ad hoc*, *et cetera*, *circus*, and *audio*. Examples of derivatives include *verbal*, *ocular*, *vicinity*, *multiply*, *nature*, *firm*, *elegant*, and *cure*. Students may feel free to clip these words from old books, newspapers, and/or magazines. Students have the entire year to work on this project. All scrapbooks will be turned in at the end of the Spring Term as this will count for 10% of the fourth quarter grade.

## Administrative Policies - Attendance & Lateness

Students are expected to arrive on time and to be prepared for each class meeting. Please make every effort not to be late since it can be disruptive. Attendance is vital to your success in this class. Students are responsible for *all* homework, tests, quizzes, and class work assigned on a day when they are absent and must make them up on their own time.

An *excused absence* will not count against you. An excused absence is an emergency or sickness properly documented by a note from your parent or guardian. All assignments may be made up during your free time before school, after school, during reading hour, or at the teacher's discretion. Tests and quizzes must be made up after school during office hours and pre-arranged by the student.

## **Behavior Expectations**

All students are expected to be respectful of their teacher, peers, and themselves at all times. Students are not permitted to talk while the teacher is giving instructions, lecturing, or at the board. Students are not permitted to talk while their peers are contributing to in-class discussions. Students should always remain in their seats unless otherwise stated. Students are also not permitted to walk around the classroom. Students should always be prepared for class, which means arriving promptly with all materials needed to be successful in Latin. There are no exceptions!

## **Tentative Course Outline**

### **August/September**

1<sup>st</sup> and 2<sup>nd</sup> Declension Nouns, Case, and Gender

Basic Sentence Structure

Background on Horace

Roman Family

Mythology

Roman Numerals

Geography

1<sup>st</sup> and 2<sup>nd</sup> Conjugation Verbs

Adjectives (1<sup>st</sup> and 2<sup>nd</sup> Declension)

### **October**

Slaves and Freedmen

Roman History and Literature

Pronouns, Conjunctions, and Adverbs

1<sup>st</sup> and 2<sup>nd</sup> Declension Nouns

Nominative and Accusative Case

Roman Towns

Daily Roman Life

Word Building

## **November**

3<sup>rd</sup> and 4<sup>th</sup> Conjugation Verbs

Daily Roman Life

3<sup>rd</sup> Conjugation –io Verbs

Singular vs. Plural

The Marketplace

Life in the Roman Empire

## **December**

The Roman Farmer

Government and Education

Pronouns

Prepositions

Word Building and Derivatives

Vocative and Ablative Case

Irregular Verbs

## **January**

1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Declension Nouns

Infinitives

Rome and Other Civilizations

Irregular Verbs

Troy

Homer and the Iliad

Word Building and Derivatives

## **February**

Genitive case/Possessive genitive

Homer and the Iliad

3<sup>rd</sup> Declension Nouns

Adverbs

Interrogatives

Homer and the Odyssey

National Latin Exam Prep

### **March**

National Latin Exam

The Fall of Troy

Virgil and the Aeneid

Religion and Mythology

Pronouns

Prefixes and Suffixes

3<sup>rd</sup> Declension Adjectives

### **April**

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Conjugation Verbs

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> Declension Nouns

The Founding of Rome

World Building and Derivatives

The Roman Republic

### **May**

Roman Emperors

Hannibal and the Carthaginians

All Roads Lead to Rome – The Lasting Influence of the Romans

Irregular Verbs

Irregular Imperatives

Review – Adjectives, Adverbs, Prepositions, Pronouns, Conjunctions

### **June**

Review – 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Declension Nouns

Review – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Conjugation Verbs

Translation Review

### Course Overview:

The main topics that will be covered include, but are not limited to:

- Algebraic Expressions and Integers
- Solving Equations and Inequalities
- Decimals and Equations
- Factors, Fractions, and Exponents
- Geometry
- Ratios, Proportions, and Percents
- Data Analysis and Probability

### Essential Question:

How is math a language?

### Supplies:

Students should have the REQUIRED supplies for the sixth grade. In math the only supplies needed in class daily is the purple math spiral notebook, the homework planner, pencils, a colored pen, and tape. The purple folder will be used and stored in class. Students may also find it more convenient to come with their own colored pencils and scissors. **Math work in pen will not be accepted.**

### Textbook Information:

Math 6 students use the *Prentice Hall Pre-Algebra* text. Each student will be given a textbook to take home for studying and homework use. **The textbooks should be covered and left AT HOME.** Please help lighten the load on our students' backs and insure that the book does not make a daily pilgrimage to and from school. If a book is needed during the school day, the student will have access to a copy from the class set.

### Contact Information:

**Students:** School is a place of learning. It is not expected that you as a student, will come to class knowing everything already or that you will leave class everyday fully understanding how to approach every problem. Utilize the time in class to ask questions and sign up for time one-on-one in the afternoon tutoring time (3:20 – 3:45) when you want to work in a smaller group to practice a concept or explore a new idea!

**Parents:** If at any time you have a question, concern or comment that you would like to share with us, please feel comfortable doing so.

### Daily Class Structure:

The structure of Pre-Algebra will follow a flexible daily routine. Students will start with a daily warm-up inquiry or a set of problems meant to foster mental math abilities, review previously covered material, or explore a new concept. Students will then check their homework from the previous night and specific questions will be addressed. New material will be presented and practiced in a full group or small group setting. Students will practice the material through lesson practice and/or an exit slip prior to leaving the classroom.



### **Class and Student Guidelines:**

We believe Washington Latin students should strive to epitomize four traits in their social and academic interactions:

Kindness to self and others,  
Willingness to work hard,  
Respect for the community and its rules,  
Belief in one's ability to succeed

We will discuss these as a class and create more specific guidelines to help students foster a positive, inclusive, and productive classroom environment. We expect our students to hold themselves to the highest of standards when completing work and when adhering to the guidelines of both this class and Washington Latin as a school.

### **Class Expectations:**

Going along with class guidelines, we expect our students to make the most of the learning opportunities presented to them at Washington Latin. Tardiness, behavioral disruptions, and incomplete work are unacceptable. If any of these areas become a problem, the Washington Latin policies outlined in the Family Handbook will be strictly followed. We expect the world from you, mostly because we know that you can achieve whatever you decide to achieve. We will not tolerate distractions from learning.

### **The Grading Breakdown**

*The percentages below are an estimation of how your grade will be determined. The instructor reserves the right to take into account other factors such as improvement, effort, and other intangible factors when determining your course grade.*

### **Tests**

Tests will be given about every four to five weeks when a natural break occurs in the material. Students are provided with study guides, ample time to review, and opportunities in class to ask questions leading up to the test. There may be sporadic multiple-choice cumulative tests to assess the overall retention of the material. Our policy on tests and retakes is as follows:

**Students may not complete test corrections or test retakes for credit or points back on a test;** however, we welcome them to complete test corrections and go over them with us to enhance their understanding of the material. We have structured the assessments so that a test is truly a cumulative moment in the unit after many smaller quizzes, opportunities to ask questions, and retake concepts in a quiz setting.

### **Quizzes/Projects**

#### **Lesson Quizzes:**

On weeks that students do not have a math test, they will likely have a quiz in order to provide some form of assessment. Quizzes may focus on a set of lessons or a specific topic, depending on the unit. **Students may retake quizzes if they earn below an 80%; however, they must sign up for at least one tutoring session prior to the retake to review their mistakes and get extra practice.** If a parent or guardian can vouch for review at home (an email is fine), a student will be able to simply sign up for a quiz retake. Retake grades will be averaged with the original quiz; the average will be capped at an 80%.

#### **Notebook Checks:**

Because organization is paramount for success in the 6<sup>th</sup> grade and at Latin, there may scheduled or random notebook checks or collections to assess the student's compliance with our organizational system. These will count as a quiz grade.



### Projects:

In and out of class projects will be assigned when they enhance and extend the content of the class. Students will be given ample time, a detailed rubric, and a suggested timeline for completion of projects.

### Skill Quizzes

Key skills have been outlined for your student's math course (please see the skill sheet posted on the wikispace). Each week students will have a "mini-quiz" on FRIDAYS to assess 2 – 3 of those skills. Skill quizzes are graded on a scale of 0 – 5. Once a student has achieved a 5 on two problems dealing with a specific skill, they are considered to have mastered that skill. If a student achieves a lower score one week then that score may be replaced with a 5 earned on a future skill quiz. Skill quizzes may be retaken as many times as necessary to achieve mastery; students are responsible for arranging the scheduling of retaking skills quizzes.

### Homework

At the 6<sup>th</sup> grade level, successful and timely completion of homework is **incredibly** important. It allows a student to practice the material, and the daily completion and checking of homework builds study skills and habits necessary for success in future studies of all subjects. Homework is assigned almost daily, and it consists of 10 - 12 pertinent math problems or a comparable worksheet.

Homework is graded for completion and quality of work. **Homework must be present in class to receive credit.** If a child does not complete a homework assignment when it is due, then he/she receives a zero. The homework assignment may not be made up, as an integral part of the benefits of homework is checking it in class and asking questions.

In addition, the quality of homework completion (neatness, pencil not pen, showing work, checking and correcting) will be assessed by random and unannounced collection of that day's assignment. We will never grade for correctness unless the homework has already been checked and a student has had an opportunity to correct his/her work.

### Participation

Participation is self-assessed on daily basis using a 9-pt scale. An example of an exit slip structure is below.

<input type="checkbox"/> I had a <b>pencil and notebook and planner.</b> (2 pt)	<b>Problem of the Day (+1)</b>
<input type="checkbox"/> I remained in <b>dress code</b> for the entire class. (1 pt)	
<input type="checkbox"/> I <b>respected</b> my peers and my teacher by <b>actively listening.</b> (1 pt)	
<input type="checkbox"/> I actively participated in class by <b>raising my hand</b> to ask or answer questions. (1 pt)	
<input type="checkbox"/> I actively participated in all notes, worksheets and games (2 pt)	
<b>(<input type="checkbox"/>/2 pt) Exit Slip Question</b>	
<b>Got it    Almost    Not Yet</b>	

### A quick note on extra credit:

A students' grade should reflect his/her understanding of the content, it should not reflect the number of extra assignments a student has a capacity to complete. We will not offer extra credit assignments for the sole purpose of raising a student's grade. Students who want to do extensions to enhance or extend their learning are encouraged to seek out these opportunities through our challenge problem collection. Extensions are for the joy of learning; they are not part of a student's grade.

# American Civics: The Story of All of Us

## Washington Latin Public Charter School

### 2016-2017

Lawrence Staten

*"People should not be afraid of their government.  
Government should be afraid of their people."  
-V for Vendetta*

The United States is hailed by many as the greatest country to ever exist on the face of the Earth. The strength and greatness of the United States comes from the strength and greatness of our constitutional republic. It is so important to the future of our great republic that our citizens know what it means to be an American, where we come from, and the legacy that has been left to us by the entire western world. The most dangerous citizen in America is an educated citizen: one who understands their rights and responsibilities as citizens of the nation President Lincoln called "the last, best hope of the world." In the United States, over half of the country does not know its history or how its government works. They do not know their rights as Americans. They do not know how their country operates, nor do they understand the legacy and history of their country. Consider these four simple facts:

1. There are 435 members of the United States House of Representatives
2. There are 100 members of the United States Senate
3. There are 9 members of the United States Supreme Court
4. The political party that **currently** controls a majority of the United States Government is the Republican Party.

According to the Center for the Study of the American Dream at Xavier University, knowing those four simple facts makes you more informed than 51% of the natural-born citizens of the United States. To put that in perspective, 129,085,403 people voted in the 2012 United States presidential election. The four facts you just learned, in the first minutes of the first day of the first class, makes you smarter and more informed about the United States government than 65 million people.

American Civics will give you the knowledge and skills to not only understand history and government, but to think about history and to analyze government with a critical eye. The skills we practice and learn in this class will serve you well in your thinking about current events and your world today. In the end, history is a story. It is the story of people, of events, and ideas. It is the story of literature, religion, music, art, science, mathematics, technology, weapons, and war. There are epic tales of battles and exploration, tales of courage and valor, triumph and tragedy. There are stories of adventure, sacrifice, and ordinary men and women, who, in the right circumstance, end up accomplishing extraordinary things that changed the world. You will become articulate, clear, concise, and critical storytellers. You will become citizens who know their rights, responsibilities, and privileges as Americans and, more importantly, the legacy that you have inherited from the entire western world that composes the story of all of us. You will join the ranks of the most dangerous citizens in America.



Our national story and who we are as a people does not begin with our Constitution, nor does it even begin on the battlefields of the American Revolution. The idea that became the United States has been debated, questioned, challenged and fought over not only since the founding of this nation, but it is also an idea that is older than America. From the moment civilization first appeared in the Nile Valley and Mesopotamia, through the battles for democracy between Greece and Persia, and the fight for the empire and glory of Rome; every step up the ladder of science, every masterpiece of the Renaissance, and every voyage of discovery, from Columbus to the first heroic step upon the Moon, western civilization has been dedicated to this one idea: you are not what you were born; you are what you have it in you to be.

### **What We Will Study:**

Civics is defined as the study of the rights and responsibilities of being citizens of the United States. However, our course encompasses so much more than this. Understanding where your rights come from, and how they were earned is equally important. The story of western civilization is the story of how peoples and nations moved from tyranny and absolute monarchy to the liberty of democracy and republicanism. By the end of this course in American Civics, all scholars will be able to *identify and summarize their rights as citizens of the United States. Students will achieve this by building an interactive notebook that will support them as a resource throughout their academic career in the history curriculum of Washington Latin.* Over the course of the year, we will answer three essential questions:

- 1. What are your natural rights as Americans and where do they come from?**
- 2. What nations and peoples led to and influenced the creation and growth of the United States?**
- 3. Should people be afraid of their government or should government be afraid of their people?**

To answer these essential questions, American Civics can be divided into two halves. In the first semester, we will explore the development of western civilization through the lens of politics and government. Much of this material will prepare you for the world history courses at Washington Latin. Our world history chapters are as follows:

**Chapter One: The Age of the Lawgivers** (3200 BC-700 BC: The Universe, Earth, Mesopotamia, Egypt, Israel, and Persia)

**Chapter Two: The Age of Empires** (700 BC-AD 500: Greece and Rome)

**Chapter Three: The Age of Kings** (AD 500-1400: The Byzantine Empire and the Medieval World)

**Chapter Four: Toward a New Heaven and a New Earth** (1400-1763: The Renaissance and Reformation, the Age of Discovery, the Scientific Revolution, the Age of the Enlightenment, the Rise of the British Empire and the making of British Colonial America).

In the second semester, we will study the United States Constitution and the development of the United States as a constitutional federal republic. This year, you will have the unique privilege of studying American Government and the Constitution during the beginning of a new presidential administration and Congress. These chapters are designed to prepare you for the American history courses here at Washington Latin. Our American history chapters are:

**Chapter Five: The War for Independence** (1763-1789)

**Chapter Six: We the People - The United States Constitution**

**Chapter Seven: The Empire of Liberty** (1789-1850).

At the conclusion of each chapter and/or quarter you can expect a test or exam covering the material for the previous chapter or quarter. All tests and exams will be announced a minimum of five school days (seven calendar days or one week) before test day. This will give you ample time (including at least one weekend) to review, ask questions, and to prepare for the exam. It is the policy of this class to not offer retakes on quizzes or tests. Formal quizzes, given at the discretion of the teacher, will be announced at least two days beforehand. Informal quizzes, also given at the discretion of the teacher, can happen at any time.

At the conclusion of the year, traditionally the third week of May, scholars will take the United States Constitution Exam. Passing this exam with a grade of 70% or higher is one of the requirements that must be met in order for promotion to seventh grade. This exam is designed to test your knowledge of concepts, skills, and ideas you will learn about the United States Constitution and American government and how you apply those skills through constitutional interpretation. Every exam we take beforehand will be designed to train you for this final so that you will not only pass the exam, but excel and display mastery of what we will learn.

### **It is Not the Destination that Matters; it is the Journey**

This class covers a lot of ground: over five thousand years of western civilization and history. Many times, you will find that the material and concepts we discuss in Civics will overlap with what you are learning in other classes, particularly Latin, English, and Science; and sometimes Theatre and Mathematics. This is done intentionally and is called *cross-curricular education*, where something you learn in one class helps or supports what you're learning in another class. Cross-curricular teaching helps reinforce the concepts and ideas you learn in both classes. In addition, we are endeavoring to build a virtual classroom, where learning is no longer confined to the four walls of the classroom and the fifty minutes per day we meet. Education is an investment. As such, there are multiple opportunities for you to learn outside of class.

***It is vitally important to your success in this class that you take the initiative and make use of these resources which include PowerSchool and the WikiSpace (which you agreed to as part of your decision to attend this school). In addition to the wiki, other resources include, but are not limited to, the class Facebook page ([Facebook.com/AmericanCivicsClassroom](https://www.facebook.com/AmericanCivicsClassroom)), and the class page on [icivics.org](http://icivics.org).***

In addition to these resources, the use of technology has become vital to success in education. American Civics relies heavily upon technology and films to supplement learning, which includes documentaries and films from the History Channel. In previous years, we have watched films and documentaries such as *Cosmos: A Spacetime Odyssey*, *Mankind: The Story of All of Us*, *Horrible Histories*, *Egypt: Engineering an Empire*, *Battles B.C.*, *The Last Stand of the 300*, *The Dark Ages*, *America: The Story of Us*, *The Crucible*, *This is America Charlie Brown*, *The Revolution*, *Schoolhouse Rock*, *1776: The Musical*, *The Presidents*, *Liberty's Kids*, *John Adams*, *The Ultimate Guide to the Presidents*, *First Invasion: The War of 1812*, *Andrew Jackson*, and *The Mexican-American War*. We will also make regular use of BrainPop, apps that can be found on iTunes, and other online free resources, including CNN Student News, to stay apprised of current events in our nation and our world. **It is imperative that you remember that watching documentaries and films in this class is a privilege. This privilege is based upon your professionalism and engagement in class.**

## **My Expectations**

Washington Latin is a college preparatory school, and as such, this class will be conducted as a college preparatory class. By the end of this course, you will be able to hold your own and excel in a freshman/sophomore year World History, American History, American Government, and Political Science class at the collegiate level. The reason for this is simple: I will push you. **I do not expect perfection; I will, however, demand excellence.** This class will be rigorous, and it will be challenging, but it will be rewarding. The best things in life must be fought and sacrificed for. A's in this class are not given, they are earned. If you take ownership of this class, and take pride in it, then great shall be your reward. **It is expected that you will meet basic Washington Latin standards for excellence. It is expected that you will be prepared, respectful, engaged, and professional during ALL classes. I will push you further. The following are the expectations for being prepared, respectful, engaged, and professional in this class.**

**Prepared: Scholars will have homework completed, and materials (interactive notebook, binder, pencils/pens, highlighters, scotch tape, etc.) ready for every day of class. Scholars will come to class ready to not only learn, but ready to be taught.**

**Respectful: Scholars will be civil and polite from the moment they arrive at school until the moment they depart. They will refrain from behavior that will be a detriment to their own education, the education of others, and the peace of the academic environment.**

**Engaged: Scholars will be prepared for class discussions and debates, ready to engage with germane (relevant) questions and comments, and be an active, positive participant and citizen in our class and school.**

**Professional: Scholars will be in uniform, respectfully quiet in the hallways, prepared to accept responsibility for their actions, and willing to hold themselves, and each other, accountable for their decisions and their choices. Scholars will speak in the Queen's English, using complete sentences, at all times in class.**

This class will be conducted not only under the guidelines established by Washington Latin, but also under the guidelines of Parliamentary Procedure. Parliamentary Procedure is one of history's great traditions and is respected by governments all over the world, including the House of Commons of the United Kingdom, as well as the Senate of the United States. We will practice this discipline and model it for each other so visitors who come to our class will see excellence in action.

## **On Initiative**

Initiative is defined as the introductory step; the energy or aptitude displayed in the beginning of action. To display initiative is to take action on one's own, independent of outside action or control. To be successful in American Civics, you will have to rely upon your own initiative and be responsible for your own actions and your own education. If you are willing to take the basic steps toward success on your own, and meet the basic responsibilities of being a student, then we can, and will, accomplish great things together.

A quarter grade is calculated through the following percentages: Homework (25%), Quizzes (20%), Projects (20%), Tests (25%), and Classwork/Participation (10%). **Washington Latin school policy is**

**that late homework is an automatic zero. However, if you take the initiative, and come speak to me about any difficulties you are having BEFORE a due date, then I am more than happy to help you find a way to be successful.** If you are willing to take the first step and invest in your own education, I will carry you the rest of the way.

### **The Interactive Notebook**

There is no definitive textbook for American Civics; this is due, in part, to the fact that this class is the most unique educational experience offered at Washington Latin. As part of this experience, you will build your own textbook through an interactive notebook. An interactive notebook is a customizable, personal record of your journey through this class and through history. It will serve as a means of organizing and guiding you as well as an outlet for the free expression of your thoughts and ideas. It will serve as a guidebook for the rest of your journey through the history courses at Washington Latin. **You will be expected to have a five-subject notebook to serve as your interactive notebook.** You will also be expected to have a three-ring binder for organizing handouts and readings. You are also expected to have a supply of scotch tape, pencils or pens, and a highlighter. **While some supplies can be borrowed from me as your teacher and your fellow students, it is important to bring your interactive notebook, binder, scotch tape, highlighter, and a pencil or pen every day.** These materials will be absolutely vital and necessary to your success in this class.

### **Office Hours**

The time after school, from 3:25-4:00, Monday through Thursday is dedicated as my office hours. It is sacred time set aside for my students to come explore and learn more about history, current events, and topics in this class that we may not otherwise get to due to time constraints. It is an extension of my class and students will be expected to conduct themselves professionally during office hours. During office hours, students can expect a variety of experiences, such as games, projects, discussions, and documentaries, as well as time to quietly work on homework and ask questions that will help support and enrich their learning. **Outside of baseball season, when I am coaching, it is reasonable to expect that office hours will be held unless it has been announced otherwise.** I encourage you to make use of this time so that you receive the full experience of American Civics.

### **The Empire of Dreams: A Personal Note**

***We are here to build an Empire of Dreams: a place where excellence is expected and what is average for you will be excellence in the eyes of the world.*** Our ultimate hope is to be a little bit better today than we were yesterday, but not as good as we will be tomorrow. It is my honor and my privilege to help you succeed. It is my mission to do all in my power to help you be successful. I encourage you to ask questions, and to hold me accountable for your learning. If you are not comfortable discussing your questions in class, feel free to contact me outside of class by way of email or visiting my office hours. I will try, from time to time, to make this class fun, and maybe even entertaining.

Are you ready?

Let's rock and roll.

School Name \_\_\_\_\_

Teacher \_\_\_\_\_

**PURPOSE**

Science is a hands-on laboratory class. However, science activities may have potential hazards. We will use some equipment and animals that may be dangerous if not handled properly. Safety in the science classroom is an important part of the scientific process. To ensure a safe classroom, a list of rules has been developed and is called the Science Safety Contract. These rules must be followed at all times. Additional safety instructions will be given for each activity.

No science student will be allowed to participate in science activities until this contract has been signed by both the student and a parent or guardian.

**SAFETY RULES**

1. Conduct yourself in a responsible manner at all times in the science room. Horseplay, practical jokes, and pranks will not be tolerated.
2. Follow all written and verbal instructions carefully. Ask your teacher questions if you do not understand the instructions.
3. Do not touch any equipment, supplies, animals, or other materials in the science room without permission from the teacher.
4. Perform only authorized and approved experiments. Do not conduct any experiments when the teacher is out of the room.
5. Never eat, drink, chew gum, or taste anything in the science room.
6. Keep hands away from face, eyes, and mouth while using science materials or when working with either chemicals or animals. Wash your hands with soap and water before leaving the science room.
7. Wear safety glasses or goggles when instructed. Never remove safety glasses or goggles during an experiment. There will be no exceptions to this rule!
8. Keep your work area and the science room neat and clean. Bring only your laboratory instructions, worksheets, and writing instruments to the work area.
9. Clean all work areas and equipment at the end of the experiment. Return all equipment clean and in working order to the proper storage area.
10. Follow your teacher's instructions to dispose of any waste materials generated in an experiment.
11. Report any accident (fire, spill, breakage, etc.), injury (cut, burn, etc.), or hazardous condition (broken equipment, etc.) to the teacher immediately.
12. Consider all chemicals used in the science room to be dangerous. Do not touch or smell any chemicals unless specifically instructed to do so.
13. Handle all animals with care and respect.
  - a. Open animal cages only with permission.
  - b. Never handle any animals when the teacher is out of the room.
  - c. Do not take animals out of the science room.
  - d. Do not tease or handle animals roughly.
  - e. Keep animals away from students' faces.
  - f. Wear gloves when handling animals.
  - g. Report any animal bite or scratch to the teacher immediately.
14. Always carry a microscope with both hands. Hold the arm with one hand; place the other hand under the base.
15. Treat all preserved specimens and dissecting supplies with care and respect.
  - a. Do not remove preserved specimens from the science room.
  - b. Use scalpels, scissors, and other sharp instruments only as instructed.
  - c. Never cut any material towards you—always cut away from your body.
  - d. Report any cut or scratch from sharp instruments to the teacher immediately.
16. Never open storage cabinets or enter the prep/storage room without permission from the teacher.
17. Do not remove chemicals, equipment, supplies, or animals from the science room without permission from the teacher.
18. Handle all glassware with care. Never pick up hot or broken glassware with your bare hands.
19. Use extreme caution when using matches, a burner, or hot plate. Only light burners when instructed and do not put anything into a flame unless specifically instructed to do so. Do not leave a lit burner unattended.
20. Dress properly—long hair must be tied back, no dangling jewelry, and no loose or baggy clothing. Wear aprons when instructed.
21. Learn where the safety equipment is located and how to use it. Know where the exits are located and what to do in case of an emergency or fire drill.

**AGREEMENT**

I, \_\_\_\_\_,  
(student's name) have read and understand each of the above safety rules set forth in this contract. I agree to follow them to ensure not only my own safety but also the safety of others in the science classroom or laboratory. I also agree to follow the general rules of appropriate behavior for a classroom at all times to avoid accidents and to provide a safe learning environment for everyone. I understand that if I do not follow all the rules and safety precautions, I will not be allowed to participate in science activities.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Dear Parent or Guardian:

We feel that you should be informed of the school's effort to create and maintain a safe science classroom/laboratory environment. Please read the list of safety rules. No student will be permitted to perform science activities unless this contract is signed by both the student and parent/guardian and is on file with the teacher. Your signature on this contract indicates that you have read this Science Safety Contract, reviewed it with your child, and are aware of the measures taken to ensure the safety of your son/daughter in the science classroom.

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

**Important questions:**

Does your child wear contact lenses?

Y or N

Is your child color blind?

Y or N

Does your child have any allergies?

Y or N

If so, please list:

RETURN TO DOBLER



**DonorsChoose.org**  
Teachers ask. You choose.

## PHOTOGRAPHY PERMISSION SLIP

Name of Child Participant: \_\_\_\_\_

Name of Parent or Guardian (Releaser): \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

This teacher is seeking or has earned a grant through **DonorsChoose.org**, a nonprofit organization serving public school students. At our website, [www.donorschoose.org](http://www.donorschoose.org), teachers can request resources for their students, and individual donors can choose a request they want to fund. This teacher has taken the initiative to seek funding for an activity.

As a result, this teacher's class may receive resources for one or more requested student activities. In this event, we would like to show photographs of the activities actually taking place on our website at [www.DonorsChoose.org](http://www.DonorsChoose.org), to the donor(s) who funded the request(s) as well as other visitors to our site. Additionally, to help generate donor interest for this teacher's project(s), we would like to display a picture featuring this teacher's class on our website for potential donors to view.

### With your signature below, you consent as follows:

- I am the legal parent or guardian (releaser) of the child participant named above. I hereby give permission for the participant to be photographed (with or without other classmates in a particular picture).
- I understand, agree and give permission for DonorsChoose.org to display the photographs on the DonorsChoose.org website.
- I understand, agree and give permission for DonorsChoose.org to otherwise use the photographs in promotional materials for DonorsChoose.org.

Signature of Parent or Guardian (Releaser): \_\_\_\_\_

Date \_\_\_\_\_

PLEASE RETURN THE COMPLETED, SIGNED FORM TO THE TEACHER  
AS SOON AS POSSIBLE. THANK YOU.



# Recess Rules

1. Use only positive, respectful language.
2. Respond and follow all adult signals and directions immediately.
3. Stay in the designated play zones.
4. Respect the recess grounds and equipment.
5. Do not endanger the safety of yourself or others.

## Recess Contract

I, \_\_\_\_\_, know that recess is a privilege. I agree to follow the recess rules and understand that I may lose the privilege of recess if I fail to follow the rules.

*Student Signature:* \_\_\_\_\_

As a parent, I, \_\_\_\_\_, have reviewed and discussed the importance of these rules with my student. I understand that these rules exist to keep my student and others safe. I understand that if my student does not follow these guidelines, I will be contacted during the day, and I will work with the Dean of Students resolve any issues.

The best number to reach me from 11:20 am to 12:40pm is

\_\_\_\_\_.

*Parent Signature:* \_\_\_\_\_

**6<sup>th</sup> Grade Syllabi  
2016– 2017**

**Please sign and date the following, then detach and return this sheet to your advisor.**

My student and I have read and discussed the syllabi. We understand what supplies we are expected to have, the grading rubric, and the administrative policies of all classes. We will take care to treat the assigned texts with the proper respect. We understand that if a textbook that is not returned in usable order that we will be financially responsible for the full replacement of the item.

Print Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Parent/Legal Guardian Name \_\_\_\_\_

Parent/Legal Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**Questionnaire:**

Preferred method of communication (please circle):    phone        email        no pref

Best time of day to call: \_\_\_\_\_

Do you and your student have regular access to the internet? \_\_\_\_\_